CINCINNATI PUBLIC SCHOOLS

Strategic Plan: Goal 4 - Optimized Capabilities

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Optimized Capabilities

We will intentionally design data-informed, customer focused, and user-friendly processes with profound purpose to create efficient and effective systems.
How?

Quality Improvement - A systemic approach to improve:

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What change can we make that will result in improvement?
Building a Culture of Improvement

• Relentless desire to improve
• Valuing all members of the team
• Communication (Huddle)
• Data Driven (Adopt, Adapt, or Abandon)
Process

1. Aim
2. Goals
3. Drivers
4. Projects
Academic & Operational Examples
Global Aim
Educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life and upon graduation from high school are enrolled, enlisted, or employed.

Strategic Goals
With the belief that teachers have the number one impact on student achievement and principals have the number one impact on teachers, we will improve academic outcomes:

- Increase Literacy outcomes by 10% points as evidenced by MAP, KRA, OST and EOC (PreK - 3rd - 6th - 9th Grade)
- Increase Math outcomes by 10% points as evidenced by OST and EOC (K - 3rd - 6th - 9th)
- Increase ACT Composite Score from 18.6 to 19.1 by Spring 2020.
- Decrease AP disparities by increasing % of AA students in AP from 40% to 50% by 2020-2021
- Close the academic gap between African American, Latinx and Caucasian Students as evidenced by AMO “from C to B”
- SEL Goal - Reduce lost instructional time and increase self-regulation skills
- Increase graduation rate to 85%
- Increase the 3 Es rate to 100%

Key Drivers
- Activated Students and Families
- Instructional Practices
  Learning is Visible (John Hattie’s Research)
- Safe and Healthy Culture for Learning
- On Grade Level Work
- Data-Informed Decision Making for Instruction

Current Project Portfolio / Prototypes
- SEL
  Project Leader: Carrie Bunger
  Interventions: K-6 PATHS, K-6 PAX, Second Step 7-8, Trained Social Workers
- K-12 ELA Tier I
  Intervention
  Project Leader: Lucie Collier and Lanisha Simmons
  Wit and Wisdom, My Perspectives
- Algebra I and Grade 8 Tier I
  Serve: Teachers
  Project Leader: Dawn Williams
  Engage NY, Open Up, Integration of Technology, M Specialists
- K-12 ELA Tier II
  Project Leader: Lucie Collier and Lanisha Simmons
  Interventions: SRA PDSA, Cold Write PDSA, 3rd Grade Text Companion, ThinkCERCA, R Specialists
- K-12 Math Tier I
  Intervention
  Project Leader: Dawn Williams
  Interventions: Double Bell, Companion Course, Integration of Technology
- ACT
  Project Leader: Jenn Williams
  Interventions: Problems of the Day
- My Tomorrow
  Project Leader: Kayla Ritter Rickels, Brittney Cousins, Mike Turner
  Interventions:
- PreSchool
  Project Leader: Vera Brooks
  Interventions:
SEL Example
Global Aim
To increase student achievement K-8.

We commit with fidelity to putting the safety, physical, social, and emotional health of our students, staff, and partners... SMART Aim
By May 21, 2020, QI-SEL target schools will reduce lost classroom instructional time from x to y (i.e., minutes of ISS, OSS, ER, A2E, A2S) with a reduction of 40% or more through improvements in PBIS, classroom management, and social emotional programming.

Population
Fairview Clifton K-6
Mt. Airy K-6
Woodford Paideia K-6
Roll Hill K-6
Bond Hill K-3
Spencer 7-8
West 7-8

* T & L Systems Key Driver Safe and Healthy Culture for Learning Activated Students and Families

Key Drivers
- Buy-in from School Leadership
- Committed Teachers
- Deep Knowledge of PBIS, SEL, and MTSS by Stakeholders
- Skilled Coaches
- Accurate Data Reporting
- Ample time for gaining trust, reflection, feedback, and application.
- Consistent Utilization of Support Resources

Interventions (LOR #)
- Seek Input from PBIS District Committee and QI-SEL School Leaders
- Professional Development in QI, PBIS, and SEL for SWs
- Revise Teacher Perception Tool
- Spread PBIS Tier 1 and Tier 2 Implementation
- Spread GBIG training and support
- Training and Accountability for SWs to run PDSAs
- Principal Training in Discipline Coding
- Huddles with QI SEL SWs and QI SEL Leads
- Social Emotional Programming PATHS K-6 or Second Step 7-8
- Utilize EWS At-Risk Warning System Data Dashboard

* Note all interventions are LOR 1.
“Patients’ experiences should be the fundamental source of the definition of ‘quality.’”

--A User’s Manual For the IOM’s ‘Quality Chasm’ Report 2002
The CPS Employee Experience: Key Driver Diagram (KDD)

**Global Aim**
- Decrease the amount of time taken by CPS applicants during the application process, allowing us to focus on our core business of recruiting all students.

**SMART Aim**
- We will decrease the amount of time per application from 25 minutes to 20 minutes by July 1, 2019.

**Population**
- All CPS Applicants

**Key Drivers**
- Standardized application system
- Sufficient data collected during the application process
- Alignd application to specific positions
- Application data available to user
- Canned work force who can access application data
- Job Reassociated (Divorce)

**Interventions**
- Examine in detail our current Applicant application system
- Arrange vendor demonstrations with companies that have K-12 experience
- Create an internal user teams to test current system and potential upgrades
- Assist with the creation of a one stop employment center.

**Sample of applications**

- Minutes per application
- Median
- Goal

Legend:
- Process Intervention
- Active Intervention
- Adopted/Abandoned interventions

*Note: LOR = Level of Reference Number, e.g., LOR 1*
**PAYROLL**

**Global Aim**
- To pay employees timely and accurately

**SMART Aim**
- To reduce payroll-related errors with a goal of 0

**Population**
- 5,000+ employees with 10,000+ payments

**Key Drivers**
- Time Reporting errors
- Pay ratio errors
- Pay assignment errors
- Not board approved
- Missing direct deposit
- License HOLD

**Interventions (LOR #)**
- A challenge to be seen
- ???
- Run & review audit reports every pay period
- Proactive employees have working with board approval
- Proactive employees have working with D3 team members on Employee Issues

**Legend**
- LO: Level of Intervention
- OR: Objective Rank
- LO 5: Level of Intervention
- OR 1: Objective Rank

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**Payroll Issues**

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**add calls mon**: 10
**Global Aim**
Customers will get quick tech support and get back to their work quickly.

**SMART Aim**
Decrease the average help desk caller wait time from 1 min 36 sec to 1 min by Jan 1, 2019 (measured weekly).

**Population**
All callers to IT Help Desk (software branch)

**Key Drivers**
- Users are well trained on the technology
- Users have access to self-help resources for many issues
- Adequate HD staff are available on the phones for the variable call volume (e.g., peak time)
- Troubleshooting tools and processes are well documented and working properly
- HD quickly and efficiently escalate unresolved issues to appropriate person
- Help Desk is informed of any and all system changes and new systems

**Interventions (LOR #)**
- Add a phone split for all Password Reset calls (LOR #2)
- Turn off voicemail option to avoid spending time futilely returning calls (LOR #2)
- Adjust staffing during peak times (add a borrowed resource to take calls) (LOR #2)
- Just-in-time training videos for common call reasons at peak times (LOR #1)
- Add another app to SSO to reduce password calls (LOR #2)
- Dedicated HD tech for longer, complex issues (LOR #2)
- New hires get IT expectations one pager (LOR #1)
- Easier escalation through Remedy Force tickets with preferences for call back (LOR #2)
- Direct callers to HD web site to get self-help for common issues (LOR #2)
- Allow users to request a call back instead of holding (LOR #2)

**IT Help Desk Wait Time Key Diagram (KDD)**

**IT Help Desk Caller Wait Time**
- **Peak call time (after summer break)**
- **Password reset queue**
- **Added technician and JIT instructional video**

**Note:** LOR # = Level of Reliability/Number e.g., LOR #1
Global Aim

To increase the value of a CPS diploma so our students have more opportunities to Enroll in college. Enlist in military academies/ROTC, and be employed in their chosen career pathway.

Key Drivers

- Positive public sentiment of new media coverage

Interventions (LOR #)

- Increase the overall number of earned media stories in local daily print and TV platforms
- Increase the overall number of earned media stories in education and business trade press
- Increase the number of organic social media posts that could generate positive earned media chatter
- Strategically implement paid media to drive awareness of campaign that could influence earned media chatter
- Sustain on-background meetings with editors, news producers, and reporters to generate sustained interest in CPC
- Encourage OPC “Ambassadors” to share social media posts and other “good news” stories from earned media
- Create communications plans for all 63 school communities

SMART Aim

To improve the positive public sentiment in news coverage of Cincinnati Public Schools from 15% in 2017 to 25% in 2019.

Population

- Local, regional and national earned media

Legend:
- Black line: Potential intervention
- Red line: Active intervention
- Green line: Abandoned intervention

Media Exposure March 4 - April 2

Coverage Sentiment March 4 - April 2

Trending Themes:
- Gross behavior
- Nwaeke
- Students
- District
- Mouth duct tapeworm
- Ake
- District spokesman Lauren Worley
- Hughes Principal Kathy Wright
“We get better”

- Expansion of QI projects into every central office department and every school
- Additional staff trained in QI
- New position: QI Manager
- CPS QI Leadership Showcase/Expo
Celebrations

• Decrease wait time for Tech Help Desk (improved service for our employees)
• Decrease wait time for public request (improved service for our families and community)
• Increase the number of valid records that were submitted to the State (improved service for students)
Celebrations

- Increase in 3rd Grade Literacy (improved service to our students)
- Exceeded the state target for our English Language Learners on the State Language Proficiency Assessment (improved service to students)
- Closing Achievement Gaps between African American, Hispanic and Caucasian Students (improved service for our students)
The CPS Way for Optimized Capabilities!